**Lesson Plan 2**

**Name: Margarita Valdivieso**

**Topic:** Planting

**Grade Level:** Kindergarten (Non-verbal-low functioning autistic children 6:1:1)

**Standards:**

K.RI.7 I can tell how pictures and words go together

K.MD.I I can describe an object’s length and/or weight

K.S.5 Individual organisms and species change over time

**Goal:** To help students learn new ways to plant

**Learning Objectives:**

• Students will practice sequencing

• Students will learn to make ball seeds for planting

**Materials:**

• Seed ball making video

• Pictures of plants

• Clay

• Procedure step pictures

• Soil

• Seeds

• Water

**Procedure**

The children will …

• learn how plants grow.

• follow step procedures when making seed balls

• Spread the seed balls in the garden.

**Motivation:**

The students will observe real plants and look at pictures of the life cycle of a plant. The teacher then will tell the students that they will learn to make seed balls, but first they will watch a video on how to make the seed balls.

**Group Work:**

The teacher will tell the students that in the video they saw, there were people making seed balls to place them in the garden to plant. The teacher will then demonstrate to the group how to mold the clay and place the seeds. After this, the teacher will send the children to the small groups.

**Small Group:**

**Sequencing activity**

The class is divided in three groups: Blue, yellow, and green (High, low, and medium learners).

**Blue group:** These students will sequence the procedure cards and explain it with one-word labels. They will then make the seed balls following the sequence.

**Yellow group:** These students will sequence the procedure and point to the steps with hand over hand support. They will then make the seed balls following the sequence with hand over hand, visual, modeling, and verbal support.

**Green group:** These students will sequence the procedure, point to the steps and repeat the labels. They will then make the seed balls following the sequence with verbal and visual support.

After this activity, the students will walk with the teachers to the garden to place the seed balls.

**Independent Work:**

The students will take home materials and the sequence procedure to make seed balls. Students will make pictures of their garden or the garden where they placed the ball seeds.

**Follow up Activity:**

Students and teachers will go to the garden once a week to observe the plants grow. They will make drawings on the rate of growth of their plants.

**Assessment:**

The assessment will be an ongoing process. The teacher will observe the children making the seed balls. The teacher will also observe them to see if they are pointing to or labeling the vocabulary words.